

Landywood Neighbourhood Nursery

Inspection report for early years provision

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Inspector Fiona Robinson

Setting address Landywood Primary School, Holly Lane, Great Wyrley,
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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Landywood Neighbourhood Nursery opened in 2004. It operates from a purpose built building in the grounds of the Landywood Primary School in Great Wyrley, Staffordshire. There is disability access to the setting. A maximum of 64 children under five years may attend the nursery and a maximum of 32 children from three to under eight years may attend the out of school club at any one time. Children up to 12 years also attend the out of school club. The setting is open each weekday from 7:45am to 6:00pm for 51 weeks of the year. All children share access to secure enclosed outdoor areas. There are currently 110 children from birth to eight years on roll, of these, 23 children receive funding for nursery education. Children attend from the local area and beyond. The nursery currently supports a number of children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting employs 26 members of staff, of these, two hold Level 2 and 12 hold Level 3 early years qualifications. Eight staff are working towards higher qualifications in early years education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are confident and keen to explore the rich and stimulating environment. Excellent links with parents and the host school ensure the children enjoy their time at the setting and information is shared effectively. Staff ensure that children's individual needs are met and children feel valued and fully included in well-planned activities. The managers and staff have an excellent understanding of the strengths of the nursery and out of school club, and where areas of improvement lie. There is an outstanding record of continued improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider developing a forest school in the outdoor area of learning.

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding, because staff have an excellent knowledge of safeguarding procedures and protect children's safety very well. They implement rigorous safeguarding policies and procedures and carry out regular risk assessments to ensure safety indoors and outdoors. There are robust systems in place for parents to follow when collecting children. Staff provide a wide range of resources and equipment that are safe and suitable for their age. Security within the setting is excellent and staff are deployed effectively to ensure children's

safety.

Partnerships with parents and the host school are outstanding. Parents consider their children experience exciting, fun-filled activities in a happy, stimulating environment. They receive excellent information from the setting via regular newsletters and are kept well informed of their children's achievements and progress. Staff share each child's individual learning journey with them on a regular basis. Parents are encouraged to be involved in the evaluation of the setting through the questionnaires they receive. Staff value their contributions and involve them in workshops and 'stay and play' sessions. There are excellent links with outside agencies and the host school, and children with special educational needs and/or disabilities receive excellent care, support and understanding.

The nursery and out of school club are very well led and managed. Staff are deployed very effectively to meet the needs of the children. Excellent self-evaluation systems ensure that improvements impact on the children's experiences. Staff meet together regularly and demonstrate a very clear idea of their strengths and areas for development. The main area for further development is to develop their own forest school area in their outdoor area of learning. Excellent progress has been made in addressing the recommendations from the previous inspection. Rigorous monitoring takes place and regular appraisal of staff is carried out. Managers and staff demonstrate an outstanding capacity to improve in the future. They actively promote equality and diversity in a wide range of activities in the pre-school and out of school club environments. Resources are used very effectively to meet children's needs.

The quality and standards of the early years provision and outcomes for children

Activities are well planned and children achieve very well in their indoor and outdoor activities. Key staff regularly monitor children's achievements and include examples of their work in their individual 'stories'. Staff use children's ideas and interests when organising activities in both settings.

Children attending the pre-school are able to count up to 10 and beyond and recognise and write their names. Their listening skills are developed well when staff read stories such as 'We're Going on a Bear Hunt' and the 'Owl Baby'. Children are eager to come to school. Their personal, social and emotional development is promoted very well. They enjoy joining in circle time conversations and cooperate very well when playing parachute games. They show an interest in watching the birds feeding from the bird table through their special window. Role play is imaginative in their indoor forest area. Creative skills are developed very well as children create hedgehog shapes out of their handprints. The older children enjoy going on bug hunts, while festivals such as Diwali, Christmas and the Chinese New Year enrich their experiences.

Children's behaviour is excellent in both settings. They listen carefully, take turns and share resources sensibly as they build dens and complete activities. The older children have helped to compile rules for their club. Very good use is made of trips

and outings during holidays. For example, children have visited Dudley Zoo and the Snowdome at Tamworth. Staff have an excellent relationship with the children and encourage them to make independent choices indoors and outdoors. Their skills are developed well through topics such as 'winter' and 'transport'.

Children in both settings are developing an excellent understanding of how to keep themselves healthy and safe. They make sensible choices at snack time and take regular exercise outdoors. Healthy eating is promoted well through preparing smoothies and pizzas with healthy toppings for snack time. Children respond very well to the excellent care and support given by staff as they create colourful collages and explore the woodland area in the school field. Their safety is promoted very well because staff encourage them to use tools safely. They enjoy fundraising for charity and taking part in the local carnival. Overall, the children are very well prepared for their next stage in learning in the nursery and the out of school club.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met